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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

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May 17, 1985

To : Heads of Federal Departments, Agencies, Commissions
and Boards

From : A. Wayne Roberts, Deputy Under Secretary for
Intergovernmental and Interagency Affairs *A. Wayne Roberts*

Subject: Briefing and Invitation on Redesign of Elementary and
Secondary Education Data Program

You are invited to attend, or assign a representative to attend, a briefing arranged by the Federal Interagency Committee on Education (FICE) on the redesign of the National Center for Education Statistics' (NCES) elementary and secondary education data program. The briefing, to be conducted by NCES staff, will focus on the redesign process and a discussion of particular ways in which your views may be received. It will be held on May 28th at the Brown Building, Room 823, 1200 19th Street, N.W., from 2:00 - 4:00 p.m.

We want to make sure that all Federal agencies that have an interest in data for elementary and secondary education have an opportunity to attend this meeting and participate in the redesign efforts.

The objective of NCES in this new activity is to design a 10-year program of data collection from institutions and individuals to be implemented beginning in the fall of 1986. The program will provide data about public and private schools, teachers, and students. In light of the magnitude of this objective, comments are being sought from education experts, school districts, educational associations, state executives and legislators, and the Congressional as well as the Executive branch of the Federal Government.

I have attached information which describes the program. If you have additional questions about the NCES project, please contact Leslie J. Silverman at 202/254-6245.

Attachment



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ATTACHMENT B

THE ELEMENTARY/SECONDARY EDUCATION DATA ACQUISITION PROGRAM

National Center for Education Statistics

The data sources and data sets that comprise the 1985 program and future plans are described in the material that follows.

The three principal ways the Center organizes data are:

1. Contractual agreements with data sources such as State education agencies (SEA's) under which the sources compile data from administrative records into specified reporting formats.
2. Voluntary response sample surveys conducted by mail.
3. Interagency agreements with other Federal agencies under which these other agencies provide specified data sets and tabulations.

The various components of the current acquisition program are described below in terms of the population of inquiry, source, summary level, and periodicity, and the data set included in each.

I. Common Core of Data (CCD)

The Common Core of Data is the primary source of basic statistical data. The data obtained are derived from administrative records maintained by the SEA's. Each SEA compiles these data into the prescribed formats and transmits these reports to the Center per the contractual agreements.

Part I, Public School Universe

Population of inquiry:	Public schools
Coverage	: Census
Source	: State Education Agency administrative records
Summary level	: School
Periodicity	: Annual update of universe, triennial update of selected data elements
Data set	: Identity of LEA that operates the school*
	School name and address*
	Fall membership
	Full-time equivalent number of classroom teachers
	Type of operation
	Type of school
	Grade span

*Updated annually - closed schools deleted, new schools added.

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Part II, Local Education Agency (LEA) Universe

Population of inquiry: Local education agencies as defined in the Education Consolidation and Improvement Act, PL 97-35

Coverage : Census

Source : State education agency administrative records

Summary level : Local education agency

Periodicity : Annual update

Data set : Identification number that links LEA universe to other components of CCD

Name and address of agency

Operating/non-operating status (operates or does not operate schools)

Fiscal status (independent or dependent upon a parent government for spending authority)

FIPS code of county in which administrative office is located

Agency type code (local school district, supervisory union, regional education service agency, etc.)

Part III, Local Education Agency Nonfiscal Report

Population of inquiry: Local education agencies

Coverage : Census

Source : State education agency administrative records

Summary level : Local education agency

Periodicity : Annual

Data set : Agency identification number

Full-time-equivalent number of (Pre-K, K, 1-12)

Number of schools operated by the agency

Part IV, Public School District Finance Report

Population of inquiry: Public school districts (Regional education service centers and other LEA's are excluded from coverage.)

Coverage : Census

Source : State education agency administrative records

Summary level : School district

Periodicity : Annual

Data set : Revenues by source (local, intermediate, State, and federal)

Current expenditures by major function (instruction, support services, and noninstructional services)

Other users of funds (debt service, construction, etc.)

Special exhibits including amounts received from property taxes, tuitions, and intergovernmental

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Part IV. continued.

transfers, etc., amounts spent for salaries,
interest on debt, employee benefits, etc.

Part V, State Aggregate Nonfiscal Report

Population of inquiry: State education agencies and other State agencies
that provide resources to support LEA's

Coverage : Census
Source : State education agency administrative records
Summary level : State
Periodicity : Annual
Data set : Full-time-equivalent number of LEA employees by
major assignment category
Fall membership by grade-level groupings
Number of high school graduates from day programs
for preceding school year

Part VI, State Aggregate Fiscal Report

Population of inquiry: State education agencies and other State agencies
that provide resources to support LEA's

Coverage : Census
Source : State education agency administrative records
Summary level : State
Periodicity : Annual
Data set : State aggregate- LEA revenues by source (local,
intermediate, State, and federal)
State aggregate- School district current
expenditures by major function (instruction,
support services, and noninstructional
services)
State aggregate- Other agency current
expenditures for and on behalf of school
districts by major function
State aggregate- Special exhibits including
expenditures for employee benefits and other
fixed charges and food services
State aggregate- Average daily attendance (as
defined by each State in law or regulation)

II. Sample Surveys

In addition to the Common Core of Data, the Center conducts a series of
sample surveys to obtain additional information and data on public and
private elementary and secondary education. These surveys are
described below.

Private School Survey

The private school surveys vary with respect to the data set. A core

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Private School Survey continued.

of school summary data, however, will be common to each survey in the series. Supplements to this core will be designed to obtain more detailed data of current interest needed to address emerging policy issues. Private school surveys are planned for school years ending in even numbers.

Population of inquiry: Private elementary and secondary schools, (1983-84) excluding nursery schools that do not serve pupils above the kindergarten level.

Coverage : National representative sample of 1500 schools from a list; additional schools found in canvass of 75 geographic areas.

Source : Private school administrators (future surveys may include response from teachers, pupils, or parents)

Summary level : School (possibly individuals in future surveys)

Periodicity : Biennial (school years ending in even numbers)

Data set (1983-84) : Fall membership by specified grade categories
Full-time-equivalent number of employees by major assignment category
Number of teachers by:
highest earned degree
years of experience
selected salary intervals
Tuition rates charged by instructional level
Specified program offerings and student enrollments in each
Estimated revenue from specified federal program sources and student participation
Selected school characteristics such as admission requirements, disciplinary policies, length of day and school year, etc..
Number of high school graduates in preceding year
Other miscellaneous information about the school

Public School Survey

The public school surveys will vary with respect to the data set. A core of summary data, however, will be common to each survey in the series. Supplements to this core will be designed to obtain more detailed data of current interest needed to address emerging policy issues. These surveys are planned for school years ending in odd numbers.

Population of inquiry: Public elementary and secondary schools

Coverage : Nationally representative sample of 2600 schools, and approximately four teachers from each school.

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Public School Survey continued.

Source : School administrators and teachers (future surveys may include responses from students and parents)

Summary level : School or individual

Periodicity : Biennial (school years ending in odd numbers)

Data set (1984-85) : Fall membership

Design capacity of the school

Minority enrollment as a percent of total enrollment

Full-time-equivalent number of employees by major assignment category

Grade span of pupils served

Student membership by major subject matter field

Number of high school graduates

School average SAT/ACT scores and percent of seniors tested

Number of volunteers by activity category

Information on teacher incentive plans

Miscellaneous other school and program characteristics

Individual teacher responses:

Highest earned degree

College credits by subject matter field

Information on additional training

Years of experience

Teaching assignments and class enrollments

Detailed information on hours spent during a week on specified activities

Compensation

Personal characteristics

Recent College Graduates Survey

This survey is designed to obtain information on employment and earnings of persons receiving degrees in the preceding year. A component in this survey obtains more detailed information about graduates who sought and/or found employment in schools or school districts.

Population of inquiry: Recent college graduates

Coverage : Nationally representative sample of 300 colleges and universities and 15,000 graduates

Source : Individual graduates

Summary level : Individuals aggregated to national estimates

Periodicity : Triennial

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Recent College Graduates continued.

Data set : The data set varies from year to year. It includes personal information such as age, year of degree, award, type of degree, etc. It also includes data on current employment, occupation, salary, and if teaching, more detailed information on specific assignments.

Survey of Teacher Demand and Shortage

This survey is designed to obtain data on the number of teachers who terminate employment in a school district or school, the number of new hires, the number of positions that could not be filled, recruiting and employment practices, etc.

Population of inquiry: Public school districts and private school
 Coverage : Nationally representative sample 3,540 educational institutions; 2,540 LEA's; 1,000 private schools.
 Source : School administrators
 Summary level : School district or school aggregated to National estimates
 Periodicity : Biennial
 Data set (1983-84) : Number of budgeted teaching positions
 Number of vacancies
 Number of continuing teachers filling positions by certification status
 Number of new hires
 Matrix format description of teacher incentive plans
 Full-time equivalent number of teachers by subject matter assignments by certification status

High School and Beyond

High School and Beyond is a national longitudinal study of cohorts of 1980 high school sophomores and seniors. Questionnaires and cognitive tests were administered to students and follow-ups are planned to determine what happened to these students after high school completion.

Population of inquiry: High school students, their parents and school administrators

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High School and Beyond continued.

Coverage : Nationally representative sample of:
 1,015 high schools
 27,118 sophomores in first follow-up
 11,227 1980 seniors in first follow-up
 10,370 teachers
 1,015 administrators
 3,700 parents per cohort

Source : School administrators, students, and parents

Summary level : Individual response aggregated to national estimates

Periodicity : Unspecified

Data set : Self-reported student characteristics
 Self-reported student opinions and aspirations
 Cognitive test scores
 Self-reported student activities
 High school training for 1980 sophomores
 Postsecondary transcripts of 1980 seniors
 SAT scores for 1980 seniors
 ASVAB scores for 1980 seniors
 Student financial aide and guaranteed student loan records for 1980 cohort in postsecondary institutions for each of four years following high school graduation.

Library/Media Center Survey

This survey series is designed to obtain information about library and media centers serving elementary and secondary schools, as well as other library facilities and services.

Population of inquiry
 (1985-86 survey) : School library/media centers

Coverage : Nationally representative sample
 1,700 private schools
 4,500 public schools

Source : Library/media center administrators

Summary level : Library/media center responses aggregated to national estimates

Periodicity : As needed

Data set : Number of holdings by major category including title and volumes
 Descriptive information on services provided
 Full-time-equivalent number of staff employees by major assignment category
 Expenditure data for acquisitions

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III. Other Agency Data

The Center enters into interagency agreements to obtain data that can be more efficiently acquired by "piggy-backing" surveys conducted by other Federal agencies. The best example of this approach is illustrated by the Center's acquisition of data from the Current Population Survey conducted by the Bureau of the Census. Under these agreements, the Center may obtain data tapes, prescribed tabulations, or a combination of both types of data sets.

The utilization of surveys such as the Current Population Survey permits the Center to obtain cross-tabulations of data that would otherwise require independent, complex, multiple-stage, and costly survey designs.

Acquisitions that employ this mechanism vary from year to year depending upon need and budget constraints. The single survey described below is one that has been employed for a number of years to establish a time series of comparable data. Other data sets have been obtained in other similar efforts, largely on a one-time basis.

Preprimary Enrollments of Children 3 - 5 years old

The October Current Population Survey obtains data about the households surveyed, characteristics of the household head, family income, and other data relevant to elementary/secondary education. In addition to household characteristics, the survey includes a supplement that obtains data about individual members of the household. One component of this survey includes data on household members enrolled in schools and colleges.

Population of inquiry:	Children 3 - 5 years old
Coverage	: Nationally representative sample
Source	: Households
Summary level	: Households aggregated to national estimates
Data set	: Characteristics of head of household
	Family characteristics
	Occupational and labor force status of parents
	Age and race/ethnic origin of children
	School enrollment of children 3 - 5 years old
	by level, control, type of program, etc.

CURRENT ELEMENTARY/SECONDARY EDUCATION DATA ACQUISITIONS

VARIABLE	Coverage		Periodicity		Source or Summary Level			
	Sample	Census	Annual	Other	Tea.	Sch.	LEA	State Na
Fall Membership								
Public by:								
Grade.....		X	X					X
Grade group.....		X	X					
Percent minority.....	X			X			X	
Subject matter area.....	X			X				X*
Program.....	X			X				X*
School total.....	X			X				X*
Private by:								
Grade group.....	X			X				X*
Percent minority.....	X			X				X*
Instructional program.....	X			X				X*
Average Daily Attendance								
Public.....		X	X				X	X
Full-Time-Equivalent Number of Staff								
Public:								
Teachers by level.....		X	X				X	X
Other, by major assignment..		X	X				X	X
Teachers by school.....	X			X			X	
Private:								
Teachers by level.....	X			X				X*
Other, by major assignment..	X			X				X*
Teacher Characteristics								
Public and Private								
Education and experience....	X			X		X		X*
Certification status.....	X			X		X		X*
Training and retraining.....	X			X		X		X*
Assignment and activities...	X			X		X		X*
Salary & other compensation.	X			X		X		X*
Opinions/attitudes:								
Facilities & support.....	X			X		X		X*
Programs & curriculum.....	X			X		X		X*
Finance								
Public:								
Revenues by major source....	X			X			X*	X
Current expenditures by								
major purpose.....	X			X			X*	X
Intergovernmental transfers.	X			X			X*	
Employee benefits.....	X			X			X*	
Revenues from property								
taxes	X			X			X*	
Other sources of funds.....	X			X			X*	
Other uses of funds.....	X			X			X*	X

*--Local School District (LSD); not Local Education Agency (LEA)

CURRENT ELEMENTARY/SECONDARY EDUCATION DATA ACQUISITIONS

VARIABLE	Coverage		Periodicity		Source or Summary Level				
	Sample	Census	Annual	Other	Tea.	Sch.	LEA	State	Nat'
Finance, cont'd.									
Public									
Facilities acquisition....		X	X					X*	
Interest on debt.....		X	X					X*	
Private									
Estimated revenue by selected									
Federal program source..	X			X					X*
Source of funding for selected programs.....	X			X					X*
School Characteristics									
Public and private									
Program offerings.....	X			X					X*
Subject matter offerings by program.....	X			X					X*
High school graduates....	X	X	X	X				X	X*
Incentive plans.....	X			X					X*
Private									
Tuition charges.....	X			X					X*
Discipline policies.....	X			X					X*
Admission policies.....	X			X					X*
Teacher Preparation and Placement									
(Recent College Graduates)									
Highest earned degree.....	X			X		X			X*
Placement after graduation..	X			X		X			X*
Current assignment.....	X			X		X			X*
Current earnings.....	X			X		X			X*
Number newly qualified to teach.....	X			X		X			X*
Teacher Demand and Shortage									
Number of positions to be filled.....	X			X					X*
Number of positions vacated.	X			X					X*
Number of teachers that returned.....	X			X					X*
Number of new hires.....	X			X					X*
Number of assigned by subject matter fields, by certification status.....	X			X					X*
Incentive plans by field....	X			X					X*
Incentive plans by purpose....	X			X					X*

CURRENT ELEMENTARY/SECONDARY EDUCATION DATA ACQUISITIONS

VARIABLE	Coverage		Periodicity		Source or Summary Level				
	Sample	Census	Annual	Other	Tea.	Sch.	LEA	State	Nat'l
Student Characteristics									
Course-taking patterns.....	X			X					X*
Cognitive skills.....	X			X					X*
Occupational/other aspirations.....	X			X					X*
Self-reported interest/activities.....	X			X					X*
Placement after graduation.	X								X*
Attitudes/opinions.....	X			X					X*
Program participation.....	X			X					X*
Achievement levels.....	X			X					X*
Library/Media Data									
Number of holdings by type of holding.....	X			X					X*
Staffing by major assignment.....	X			X					X*
Services provided.....	X			X					X*
Usage.....	X			X					X*
Expenditures for acquisitions.....	X			X					X*
Number of acquisitions by type of acquisition.....	X			X					X*

*--National estimates generated from sample survey data.

NOTE:--If coverage equals census, lowest level of summary may be aggregated to any high level of summary.

March 18, 1985

DRAFT

Time Schedule for and Principal Components of the Elementary--Secondary Education Statistical Redesign

PRINCIPAL COMPONENT

1985

1986

March April May June July August September October November December January February

I. Data needs for education policy issues

A. Commissioned papers (See draft letter with Attachment A)

Awarded-----

Due 6/21

Draft synthesis report completed-- 7/30 (NCES Staff with consultants) 8/9

Draft report distributed 8/9

B. Organizations

• Papers Invited----- Due 6/21

• Personal participation: NCES staff meets with committees, Boards, membership Comments on report due 9/30

C. Legislative and Executive Branches except POC's

• Papers Invited----- Due 6/21

• Personal participation: briefings and discussion

• Comments on report due 9/30

• Papers Invited----- Due 6/21

• Comments on report due 9/30

II. Contract for inter-State comparability and timeliness

Awarded 6/30 for one year

III. Internal review of forms and items covering elementary and secondary education

Completed 8/30

IV. Program redesign

Public comment version of preliminary program redesign completed 10/31

NCES staff with implementation advisory committee (from I, A, B, C, D)

Completed 1/31

V. Surveys redesign

(NCES staff with contractor assistance)

Completed 1/31

1. NCES request to public hearings Federal
2. Draft of data programs completed (in Federal Register for public comment)
Draft of data programs completed
Draft of fall '86 data collection completed (in Federal Register for public comment)

Public Hearings (3 locations)